



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School	College of Health Solutions		Department	School for the Science of Health Care Delivery	
Prefix	ME D	Number	300	Title	Historical and Contemporary Issues in Health
				Units:	3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description: History of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues and shared decision making between patients and providers have evolved.

Requested designation: Historical Awareness-H Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kate Lehman E-mail kate.lehman@asu.edu Phone 602-496-0241

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Victor Trastek Date: 3/9/16



ARIZONA STATE UNIVERSITY

Walter B. Grier

Chair/Director (Signature):

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course syllabus, including reading list and lecture schedule
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
MED	300	Historical and Contemporary Issues in Health	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course syllabus includes the following course overview: What does it mean to be a physician or member of the health care team? How has medicine evolved over time, and what are the challenges today? We will review important US and global historical events in medicine, and discuss how they have influenced current professional roles in medicine and health care.	Over half of the course content consists of the historical and contextual framework of medicine - to include the evolution of "medicine" over time, the development of the physician and other members of the health care team, professional identities (and how they change over time), and evolving education models in medicine and health. The two primary texts are widely used and well-regarded in the historical and medical humanities.
2	Course syllabus includes discussion of team-based care, resilience, ethics, shared-decision making, and providing patient-centered care as "new" foci of medical and health care (p.5-6)	This course will cover a breadth of material, with an emphasis on learning and reflecting on the past to inform our future. Please see "course overview" (p. 1-2):What does it mean to be a physician or member of the health care team? How has medicine evolved over time, and what are the challenges today? We will review important US and global historical events in medicine, and discuss how they have influenced current professional roles in medicine and health care. We will also discuss potential challenges with incorporating new technologies in clinical practice, the importance of shared decision-making and patient-centered care, and what it means to be a physician or member of the health care team in the 21st century. These topics are supported by an extensive reading list - texts and articles - which demonstrate how major events have been influenced by a variety of external stimuli.

<p>3</p>	<p>Course syllabus includes texts, articles, and assignments which require students to follow the medical profession / institution over time.</p>	<p>Medicine and health care are broadly influenced by social, political/policy, and economic and human factors. The historical context presented in this course will encompass the evolution of traditional modern medicine (vs. public health, for example). Students will be required to read two texts - each with a distinct focus and flavor. Blood and Guts by Porter is a well-regarded short history of medicine which incorporates art, history, and social and political influences. House of God by Shem was published over 30 years ago and tells the story of a fatigued resident and his colleagues in a famous New York hospital. This semi-autobiographical text was the first to describe how medical training can dehumanize physicians and distance medical staff from patient care. Similarly, students will be required to evaluate how medical education has changed / evolved over the past 100 years. And discuss new models of education, new team members, and/or new models of care that incorporate new technologies.</p>
<p>4</p>	<p>Course syllabus includes texts, articles, and assignments which require students to follow the medical profession / institution over time.</p>	<p>It's critical that students appreciate the historical context to help determine new opportunities to solve our health care crisis. The texts, articles, and other resources reinforce the interplay between cultural (see list of videos), economic (article by Joyner et al) and social factors (article by Cruess et al) in evaluating the historical context of medicine and health care.</p>



ARIZONA STATE UNIVERSITY

MED 300: Historical and Contemporary Issues in Health
Fall 2016 Session C

August 18, 2016 – December 2, 2016

Face-to-face: M & W 10:45-12pm DPC UCENT 238

i-course: Asynchronous course delivery; no in person meetings required

Faculty Information:

Alison C. Essary, DHSc, MHPE, PA-C

Clinical Associate Professor, School for the Science of Health Care Delivery

Office: Health North, 5th Floor

Phone: (602) 496-0843

Assistant: Malissa Todd (602) 496-1943

Email address: Alison.Essary@asu.edu

Office hours: By appointment

Credit Hours: 3

Course Modality: Face-Face course or i-course

Course Meeting Information:

Fall 2016 Session C

August 18, 2016 – December 2, 2016

Face-to-face: M & W 10:45-12pm DPC UCENT 238

i-course: Asynchronous course delivery; no in person meetings required

Prerequisites: Students are encouraged to have completed 25-30 credit hours prior to enrollment.

Corequisites: None

Catalog Description: Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.

Course Overview: C1 – C4

What does it mean to be a physician or member of the health care team? How has medicine evolved over time, and what are the challenges today? We will review important US and global historical events in medicine, and discuss how they have

influenced current professional roles in medicine and health care. We will also discuss potential challenges with incorporating new technologies in clinical practice, the importance of shared decision-making and patient-centered care, and what it means to be a physician or member of the health care team in the 21st century.

Learning Outcomes: C1 – C4

At completion of this course students will be able to:

1. Explain the historical development of modern medicine and its evolution to contemporary issues in health.
2. Gain perspective on the ethical implications of contemporary health care in the social, cultural, and political context.
3. Understand the implications of science and medicine in shaping professional roles and patient expectations.
4. Identify concepts of personalized medicine that contribute to improved health outcomes.

Course Materials: C1- C2

Required: Articles, videos and other materials will be provided throughout the course. It is strongly recommended students obtain textbooks by Porter and Shem (listed below).

Texts: C1- C2

1. Blood and Guts: A Short History of Medicine by Roy Porter ISBN-10: 0393325695
2. House of God by Samuel Shem ISBN 0-440-13368-8.
Read about the text here:
http://www.nytimes.com/2009/08/18/health/18house.html?_r=0
<http://www.theatlantic.com/health/archive/2012/11/samuel-shem-34-years-after-the-house-of-god/265675/>

Videos: C4

1. Amit Sood, MD: <https://www.youtube.com/watch?v=KHxAZmud-SA>
2. Don Berwick, MD: https://www.youtube.com/watch?v=DKK-yFn7e_0
3. Reclaiming empathy:
<http://www.ihl.org/resources/Pages/AudioandVideo/WIHIRclaimingEmpathy.aspx>
4. The Human Connection to Patient Care:
<http://health.clevelandclinic.org/2013/03/empathy-exploring-human-connection-video/>
5. <https://www.youtube.com/watch?v=1e1JxPCDme4>
6. Professor Ben Shaw: The Use of Simulation in Health Care – Is it Effective?
<https://www.youtube.com/watch?v=GH069HqlayU>
7. Patient Satisfaction/Patient Experience:
Wrong way - <https://www.youtube.com/watch?v=5i1cWqAABb8>
Right way - <https://www.youtube.com/watch?v=z6g8M2koswU>

Websites:

1. The Doctor of Medicine (MD) profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001936.htm>
2. The Physician Assistant profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001935.htm>
3. The Nurse Practitioner profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001934.htm>
4. The Code of Medical Ethics: [http://www.ama-assn.org/ama/pub/about-ama/our-history/history-ama-ethics.page?](http://www.ama-assn.org/ama/pub/about-ama/our-history/history-ama-ethics.page)

Articles and reports: **C1-C2**

1. The Flexner Report:
http://archive.carnegiefoundation.org/pdfs/elibrary/Carnegie_Flexner_Report.pdf
2. American Medical Education 100 Years After the Flexner Report:
http://fm.usp.br/cedem/did/preceptores/REF1A_Flexner_100_years_NEJM_2006.pdf
3. Cruess et al. A Schematic Representation of the Professional Identity Formation and Socialization of Medical Students and Residents: A Guide for Medical Educators. *Academic Medicine*, 2015, Volume 90(6): 718-725
4. Bogetz and Bogetz. An evolving identity: How chronic care is transforming what it means to be a physician. *Academic Psychiatry*, 2015, Volume 39(6): 664-668
5. Wald et al. Professional Identity Formation in Medical Education for Humanistic, Resilient Physicians: Pedagogic Strategies for Bridging Theory to Practice. *Academic Medicine*, 2015, Volume 90(6): 753-760
6. Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohorn. 2012. Core principles & values of effective team-based health care. Discussion Paper, Institute of Medicine, Washington, DC. [www.iom.edu/tbc](http://iom.edu/tbc). Available at:
http://micmrc.org/system/files/Core_Principles_%26_Values_of_Effective_Team-Based_Health_Care.pdf
7. Torrens, P. The Health Care Team Members: Who Are They and What Do They Do? Sample text chapter available at:
http://samples.jbpub.com/9780763755584/55584_CH01_5284.pdf
8. Ruth R. Faden, Nancy E. Kass, Steven N. Goodman, Peter Pronovost, Sean Tunis, and Tom L. Beauchamp, "An Ethics Framework for a Learning Health Care System: A Departure from Traditional Research Ethics and Clinical Ethics," *Ethical Oversight of Learning Health Care Systems, Hastings Center Report Special Report* 43, no. 1 (2013): S16-S27. DOI: 10.1002/hast.134 Available at: <https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf>
9. Irby et al. Calls for Reform of Medical Education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. *Academic Medicine*, 2010; 85(2):220-227.

10. Samuel Shem, 34 years after “The House of God”:<http://www.theatlantic.com/health/archive/2012/11/samuel-shem-34-years-after-the-house-of-god/265675/>
11. Elwyn et al. Shared Decision Making: A Model for Clinical Practice. *J Gen Intern Med* 27(10):1361–7
12. Pals et al. Making sense of a new technology in clinical practice: a qualitative study of patient and physician perspectives. *BMC Health Services Research* (2015) 15:402.
13. Pevtsov L. Teaching compassion. *Chicago Tribune*, 2013. Available at: http://articles.chicagotribune.com/2013-03-20/health/ct-x-medical-school-arts-20130320_1_doctors-students-humanities
14. Hoff et al. Call to include medical humanities in the curriculum of colleges of osteopathic medicine and in applicant selection. *The Journal of the American Osteopathic Association*, October 2014, Vol. 114, 798-804. doi:10.7556/jaoa.2014.154. Available at: <http://jaoa.org/article.aspx?articleid=2094807>
15. Krisberk K. Humanities programs help medical students see life through a patient’s eyes. Available at: <https://www.aamc.org/newsroom/reporter/may2014/380438/humanities.html>
16. Charon R. Narrative medicine: A model for empathy, reflection, profession, and trust. *JAMA*. 2001;286(15):1897-1902. doi:10.1001/jama.286.15.1897. Available at: <http://jama.jamanetwork.com/article.aspx?articleid=194300>
17. A Roadmap to Better Health, Michael J Joyner MD, Natalie Landman PhD, Robert K Smoldt MBA, Adrienne R White MS, Denis A Cortese MD, Paperback, Published – July 25, 2015. https://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20-%207%20x%2010_072615_web.pdf

General Topic Schedule C1 – C4

Wk	Dates	Topic	Reading assignment(s) (provided on Blackboard)	Assignment(s) due (directions below)
1	8/22 8/24	Course introduction The history of medicine C1	<ul style="list-style-type: none"> • AMA Code of Medical Ethics • Porter, chapters 1-4 • Shem, chapters 2-4 	In class activity 8/22 – True Colors leadership style
2	8/29 8/31	The history of medicine C1	<ul style="list-style-type: none"> • Porter, chapters 5-8 • Shem, chapters 5-7 	Critical reflection due 8/29
3	9/5 (no class) 9/7	The history of medical education C1	<ul style="list-style-type: none"> • The Flexner Report • American Medical Education 100 Years After the Flexner Report • Shem, chapters 8-10 	Critical reflection due 9/7
4	9/12 9/14	The current state of the health care system C4	<ul style="list-style-type: none"> • A Roadmap to Better Health • Shem, chapters 11-14 	Critical reflection due 9/14
5	9/19 9/21	The physician and professional identity – history and current context C1	<ul style="list-style-type: none"> • Article by Cruess et al. • Shem, chapters 15-18 	Critical reflection due 9/21
6	9/26 9/28	The physician and professional identity – history and current context C1	<ul style="list-style-type: none"> • Article by Bogetz and Bogetz • Shem, chapters 19-22 	Discussion board due 9/28
7	10/3 10/5	Team-based care C2	<ul style="list-style-type: none"> • Articles by Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohorn; and Torrens, P. • The MD, PA and NP professions (see NLM websites) • Shem, chapters 23-24 	In class activity 10/3 – Identify characteristics of an effective team
Fall break, October 8 – 11, 2016				

9	10/17 10/19	Resilience in health and health care C2	<ul style="list-style-type: none"> Videos: Drs. Berwick and Sood Shem, chapters 25-26 	Critical reflection due 10/17
10	10/24 10/26	Humanistic health care C2	<ul style="list-style-type: none"> Videos: Reclaiming empathy; Empathy: The Human Connection to Patient Care Articles by Pevtzw, Hoff et al., Charon, and Krisberg 	Critical reflection due 10/26
11	10/31 11/2	Ethics and improving care C2	<ul style="list-style-type: none"> Article by Faden et al. Article: Samuel Shem, 34 years after <i>The House of God</i> 	Critical reflection due 11/2
12	11/7 11/9	Technology as a tool to provide access to care C2	<ul style="list-style-type: none"> Video: Prof. Ben Shaw Article by Pals et al. 	Discussion board due 11/9
13	11/14 11/16	Shared decision-making C2	<ul style="list-style-type: none"> Article by Elwyn et al. 	--
14	11/21 11/23	Reflect on the past to plan the future of medicine and education C1	<ul style="list-style-type: none"> Article by Irby et al. 	In class activity 11/21 – Peer review drafts of final projects
15	11/28 11/30	Wrap up and reflection	None	Final projects due

Course Grading

Methods of Instruction:

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at <http://myasu.edu> or <http://myasucourses.asu.edu>

Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.

Methods of Evaluation:

Assessment Type	Number in Course	Total Point Value
1. Critical reflection activity	7 @ 20 points each	140 points
2. In-class activity	3 @ 20 points each	60 points
3. Discussion board	2 @ 20 points each	40 points
4. Final project	1 @ 100 points	100 points
	Total	340 points

Description of Assessments

1. Critical reflection activities (7 @ 20 points each):

Using information presented in class discussion, reading assignments (articles, texts), videos and other resources, please select one key concept that was particularly new and/or challenging – and reflect on your learning using the following template (S-O-A-P). Students will be provided time in class to “workshop” drafts in order to deepen thinking, reflection and analysis.

Please submit the reflection as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. Minimum length 3 pages – maximum 5 pages.

Please answer the following questions, using the Purdue OWL website as a guide <https://owl.english.purdue.edu/owl/resource/685/04/>:

Critical reflection guidelines and grading rubric:

SUBJECTIVE (3 points)

Describe the concept(s) and the rationale for selecting.

- Describe the situation and context, including your thoughts and feelings at the time. (*Content*)
- How did you approach the class discussion, readings, or material? How did the behaviors or choices of others impact you? What went well? What didn't? (*Process*)
- Consider why things happened as they did. What assumptions did you and others make? What system factors may have contributed to this problem? (*Premise*)

OBJECTIVE (5 points)

Reconsider the concept(s) from multiple perspectives. Go beyond imagining others' perspectives to obtaining data: 1) Use open-ended, open-minded questions to elicit opinions, interpretations and feedback from mentors, supervisors, other professionals, and/or peers, and/or 2) consult the literature or other sources of relevant information. Useful objective data will help you reframe your understanding the experience and deepen your learning.

ASSESSMENT (5 points)

Synthesize your learning: What educational, personal or professional challenges and/or strengths have you identified? How did this experience relate to your past

experiences? What personal/professional patterns have you identified? How has this analysis affected how you will approach similar situations in the future? Look for larger learning/ professional development issues. Specify lessons learned or questions/learning issues identified.

PLAN (7 points)

Make a plan to address future similar challenges or concept(s). The plan should be SMART: *Specific, Measurable, Attainable, Relevant and Timely*. The plan should include: a) what specific next steps you will take; b) where you can get the information or help you need; c) who you will check in with and when; and d) how you and your check in person will know whether or not your plan is working. If the plan is SMART, you should be able to assess the utility of your action items for furthering your learning or practice in days to weeks or months at the most.

2. In-class activities (3 @ 20 points each)

Students are encouraged to read materials in advance to enhance the team experience. Discussion and lecture will follow the in-class activities to improve application, understanding. Students will submit the results of group activities independently to Blackboard.

Online students will be placed in groups to complete the assignments virtually.

Please submit as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. The total length should not exceed 2 pages.

3. Discussion Board (2 @ 20 points each):

Post an article (not from the assigned readings) related to the topic presented, provide a one-paragraph summary, and **answer at least two of the following questions (10 points):**

1. What specific elements of our course materials relate to this experience?
2. How was I able to apply a skill, perspective, or concept related to our academic material?
3. What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?
4. How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding?
5. Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?

Respond to one of your classmates articles by answering **one of the following questions (10 points):**

1. What specific elements of our course materials relate to this experience?
2. How was I able to apply a skill, perspective, or concept related to our academic material?

3. What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?
4. How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding? \
5. Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?

4. Final Project: C1 – C4

Use all of the information presented in class, including historical texts, articles and in class activities, to design the medical education (or health professions education) program of the future.

Address all of the “hot topics” we discussed in class – including teamwork, resilience, ethics, technology, and historical lessons from the literature.

The plan must be feasible, but creativity and innovation are encouraged!

Please submit as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. Use at least 5 peer-reviewed resources (journals, textbooks) that were not referenced in class. Minimum length 7 pages – maximum 10 pages.

The grading rubric will be distributed and discussed in class. Students will be provided the opportunity to “workshop” project drafts with peers before the deadline.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard.

Grading: The grading scale for this course is as follows:

Grade	Percentage	Points Range
A+	97-100	329-340
A	93-96	315-328
A-	90-92	305-314
B+	87-89	295-304
B	83-86	280-294
B-	80-82	271-279
C+	77-79	261-270
C	70-76	237-260
D	60-69	203-236
E	59 and below	≤ 202

Course Policies & Procedures

Technology Enhanced Course

This course is offered as a face-face course or an i-course. The face-to-face course requires attendance in face-face meetings and utilization of online resources. The i-course requires access to web-based materials, Blackboard™, videos and other online course materials outlined on the syllabus. No face-to-face meetings are required.

Communicating With the Instructor

This course uses a Blackboard™ discussion board called “Hallway Conversations” for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA or schedule an appointment during office hours. You can expect a response within 48 hours.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to

request accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Submitting Assignments

All assignments unless otherwise announced, MUST be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

The House of God



Samuel Shem

Delta Trade Paperbacks

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About the author (2010)

By turns heartbreaking, hilarious, and utterly human, *The House of God* is a mesmerizing and provocative novel about Roy Basch and five of his fellow interns at the most renowned teaching hospital in the country.

Struggling with grueling hours and sudden life-and-death responsibilities, Basch and his colleagues, under the leadership of their rule-breaking senior resident known only as the Fat Man, must learn not only how to be fine doctors but, eventually, good human beings.

A phenomenon ever since it was published, *The House of God* was the first unvarnished, unglorified, and uncensored portrait of what training to become a doctor is truly like, in all its terror, exhaustion and black comedy. With more than two million copies sold worldwide, it has been hailed as one of the most important medical novels ever written

Samuel Shem is a novelist, playwright, and, for three decades, a member of the Harvard Medical School faculty. His novels include *The House of God*, *Mount Misery*, and *Fine*. He is coauthor with his wife, Janet Surrey, of the hit Off-Broadway play *Bill W. and Dr. Bob*, the story of the founding of Alcoholics Anonymous (winner of the 2007 Performing Arts Award of the National Council on Alcoholism and Drug Dependence), and *We Have to Talk: Healing Dialogues Between Men and Women*.

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"Ideas
tumble
out
of
Porter
like
wonders
from
some
scholarly
horn
of
plenty."
—Sherwin B.
Nuland,
*The New
Republic*



{ A Short History of Medicine }



ROY PORTER



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The art has three factors, the disease, the patient, the physician. The physician is the servant of the art. The patient must cooperate with the physician in combating the disease.

Hippocrates, *Epidemics, I*, 11

Physician, heal thyself.

St Luke, 4: 23

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